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ABSTRACT

This California examination teacher guide provides essential information and preparation guidelines for teachers and serves as an instructional aid in the classroom. The guide deals with the disciplines of economics, government/civics, and United States history. Each discipline area is divided into five main sections: (1) "Test Content" outlines state content standards for which Golden State Examination (GSE) questions are developed; (2) "Test Structure" describes the format of the test; (3) "Scoring Guide" outlines the standards-based criteria used to score the written responses; (4) "Sample Questions" includes examples of student responses to written-response questions with teacher commentary; and (5) "Student Work" provides examples of student responses to written-response questions with teacher commentary. Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also may use the materials with California state standards for staff development. (BT)

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ED 474 418

Teacher Guide

for

History-Social Science

Economics

Government/Civics

U.S. History

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2003

SO 034 695

Golden State Examination

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Introduction

Using the Golden State Examination Teacher Guide

The *Golden State Examination Teacher Guide* has been developed to provide essential information and preparation guidelines for teachers and to serve as an instructional aid in the classroom. The guide is divided into the following sections:

Test Content — outlines state content standards for which Golden State Examination (GSE) questions are developed.

Test Structure — describes the format of the test.

Scoring Guide — outlines the standards-based criteria used to score the written responses.

Sample Questions — includes sample questions that represent types of questions found on the exams.

Student Work — provides examples of student responses to written-response questions with teacher commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also may use these materials with state standards for staff development.

Student Eligibility

The Golden State Examinations in Economics and Government/Civics are given during the winter and spring test administrations. The U.S. history exam is given in the spring. Each examination may be taken only once.

These are end-of-course examinations. They may be taken by students who are currently enrolled in the course or who have taken the course since the last test administration.

Test Preparation

The Golden State Examinations in history-social science are aligned to state content standards. Teachers should review their curriculum and instructional activities for alignment to these standards.

Sound preparation for the Golden State Examinations should include classroom assignments that allow students to articulate the major ideas and concepts in the subject area being tested. Students also must be able to analyze information, apply knowledge, draw conclusions, and support conclusions with accurate details.

Note: It also is important that students and parents receive information about the testing dates and ways to prepare for the exams well in advance.

Special Accommodations

Accommodations for testing as specified in a student's Individualized Education Program (IEP) or 504 plan apply to GSE administration. For students with visual impairments, a copy of the examination to be administered can be sent to the district for enlargement or reproduction in braille. Please allow sufficient time for this process. Contact NCS Pearson, the GSE testing contractor, at (800) 627-7990 ext. 805 for more information, questions, and/or arrangements for special testing needs or situations.

Reporting Results

Currently, the Golden State Examinations in Economics, Government/Civics, and U.S. History each consist of two 45-minute sessions. Students who complete both sessions receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement level. There are six achievement levels: high honors (6), honors (5), recognition (4), and acknowledgment for participation (3, 2, and 1). Results of the winter administration are mailed to districts in May; results of the spring administration are mailed to districts in October.

Resource Documents

The *History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, and the curriculum frameworks are available at the California Department of Education, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099 ext. 6. These documents also are available at http://www.cde.ca.gov/board on the Internet.

Other Resources

Testing schedules and other information are available from your district GSE coordinator, your county office of education, or the California Department of Education at http://www.cde.ca.gov/statetests/gse on the Internet.

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Test Content for Economics, Government/Civics, and U.S. History

The content of the Golden State Examinations in Economics, Government/Civics, and U.S. History is aligned to the state standards for history-social science, grades eleven and twelve. The *History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, and curriculum frameworks are available at http://www.cde.ca.gov/board on the Internet.

Questions on these examinations are aligned to the following standards:

Economics

12.1 Students understand common economic terms and concepts and economic reasoning.
12.1.1–12.1.5 (Fundamental economics)

12.2 Students analyze the elements of America's market economy in a global setting.
12.2.1–12.2.10 (Microeconomics)

12.3 Students analyze the influence of the federal government on the American economy.
12.3.1–12.3.4 (Macroeconomics)

12.4 Students analyze the elements of the U.S. labor market in a global setting.
12.4.1–12.4.4 (Microeconomics)

12.5 Students analyze the aggregate economic behavior of the U.S. economy.
12.5.1–12.5.3 (Macroeconomics)

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.
12.6.1–12.6.4 (International economics)

Government/Civics

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.1.1–12.1.6

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
12.2.1–12.2.6

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
12.3.1–12.3.4

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
12.4.1–12.4.6

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
12.5.1–12.5.4

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
12.6.1–12.6.6

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
12.7.1–12.7.8

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
12.8.1–12.8.3

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
12.9.1–12.9.8

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

U.S. History

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
11.1.1–11.1.4

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
11.2.1–11.2.9

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
11.3.1–11.3.5

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
11.4.1–11.4.6

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
11.5.1–11.5.7

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
11.6.1–11.6.5

11.7 Students analyze America's participation in World War II.
11.7.1–11.7.8

11.8 Students analyze the economic boom and social transformation of post-World War II America.
11.8.1–11.8.8

11.9 Students analyze U.S. foreign policy since World War II.
11.9.1–11.9.7

11.10 Students analyze the development of federal civil rights and voting rights.
11.10.1–11.10.7

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
11.11.1–11.11.7

Test Structure for Economics, Government/Civics, and U.S. History

The Golden State Examinations in Economics, Government/Civics, and U.S. History are currently two-part examinations, administered in 45-minute sessions. Each of the two sessions consists of multiple-choice questions and a written-response question.

The multiple-choice questions are designed to test the breadth of student knowledge. Each question offers four possible responses and varies in complexity and difficulty.

The multiple-choice portion of the examinations is machine-scored. Sample multiple-choice questions and answer keys are on pages 6–7 for economics, page 14 for government/civics, and pages 21–22 for U.S. history.

The written-response questions require students to apply their skills and knowledge. Students are asked to prepare responses that emphasize analysis and draw logical conclusions. Conclusions drawn must be supported by sufficient and accurate detail.

In economics, students are required to define, recognize, and interpret economic concepts and terms. They also must analyze and assess economic issues.

For the examinations in government/civics and U.S. history, students must be able to recall the foundational content of the subject. They also must be able to use a variety of processes, including interpretation, analysis, and evaluation.

A more detailed description of the analytical skills required for all history-social science courses, grades 9 through 12, is included in the state content standards. These skills are to be tested through the content, not apart from the content.

The written-response portion of the examinations is scored by experienced history-social science teachers and other professionals in the field.

Sample questions with student work and teacher commentary are on pages 9–13 for economics, pages 16–20 for government/civics, and pages 24–29 for U.S. history.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with the sample questions. State content standards addressed by each sample written-response question are identified for the purpose of this guide but do not appear on the examination.

Golden State Examinations—California Standards Tests

Education Code section 60650 now requires Golden State Examinations (GSE) to be administered as an augmentation to the California Standards Tests (CST) unless there is no CST in the subject area being tested. *Education Code section 60653* requires the GSE to consist of some portion of the CST and additional GSE items in order to reduce testing time in subjects for which a GSE and a CST exist.

It is anticipated that the GSE in U.S. History will be administered as an augmentation to the CST in 2004. Information about the format of the exam will be included in the 2004 teacher guide.

Since there are no CSTs for economics and government/civics, it is anticipated that the GSE in Economics and the GSE in Government/Civics will continue to be administered in the current format.

Sample Multiple-choice Questions for Economics

1. A politician proposes reducing business taxes, a move that she says will encourage risk-taking entrepreneurship. This proposed cut in business taxes is intended to stimulate the economy mainly through

   A. an increase in aggregate supply.

   B. a decrease in aggregate supply.

   C. a decrease in aggregate demand.

   D. an increase in aggregate demand.

2. One country enjoys a comparative advantage over another in producing oil when

   A. it has more oil than the other country.

   B. it can produce oil at a lower opportunity cost than the other country.

   C. it does not need to import oil.

   D. it wants to export as much oil as possible.

3. Drought conditions create water shortages. Assuming that water consumption can be measured for each household, select the water policy below that is most likely to cause the greatest reduction in water use by urban households.

   A. Give water to users with instructions to use it wisely.

   B. Charge a flat (constant) fee of $50 per household, irrespective of the amount of water used.

   C. Raise the price of water from 2 cents to 50 cents per gallon with the biggest water users (per capita) paying the highest price per gallon.

   D. Charge $20 per month and limit household consumption to last year's monthly average usage.

4. As more labor is added to a fixed amount of input, the rate at which output goes up begins to decrease. This is called

   A. diminishing marginal utility.

   B. diminishing marginal productivity.

   C. diminishing marginal costs.

   D. diminishing marginal profit.

5. If the cost of sugar rises and sugar is a major ingredient in jelly beans, then the jelly bean

   A. demand curve shifts to the left.

   B. supply curve shifts to the left.

   C. supply curve shifts to the right.

   D. demand and supply curves both shift to the right.

6. Which of the following is most likely to benefit a debtor?

   A. unanticipated deflation

   B. anticipated deflation

   C. unanticipated inflation

   D. anticipated inflation

For the following question, choose the word to complete the sentence that most accurately reflects the relationship, definition, or similarity of the first pair of words in the sentence:

7. Parts are to the whole as C+I+G+X is to _____ .

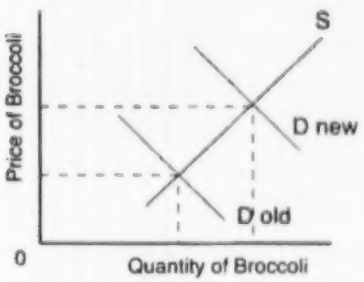
   A. trade surplus

   B. gross domestic product

   C. disposable income

   D. market economy

8.



Which newspaper headline might be best illustrated by the above graph?

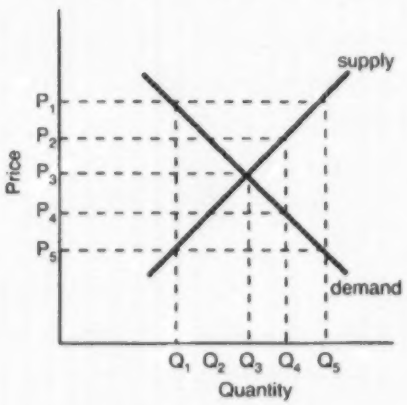
A. "Hailstorm Wipes Out Broccoli Crop"

B. "Broccoli Prices Drop Due to Increased Imports"

C. "Medical Doctors Advise Eating Broccoli for Longer Life"

D. "President's Dislike of Broccoli Has No Effect on Sales"

9. Supply and Demand Curves



If the government supported the price of this commodity so that it could not be sold for less than P_2, what would the result be?

A. a shortage equal to $Q_4 - Q_2$

B. a surplus equal to $Q_4 - Q_2$

C. a shortage equal to $Q_5 - Q_1$

D. a surplus equal to $Q_5 - Q_1$

10. When the Federal Reserve Bank lowers the reserve requirement,

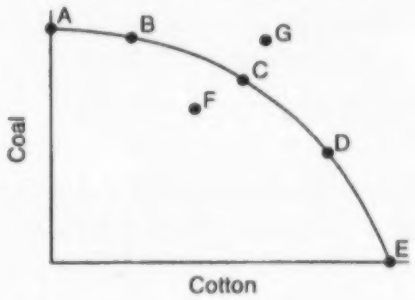
A. investors will purchase "open market" bonds.

B. banks must hold more money.

C. people will deposit more money.

D. banks will create more money.

11. Production Possibility Frontier



With existing resources in the economy, what is the result of movement from point D to point C?

A. production of more cotton and less coal

B. production of less cotton and more coal

C. production of more cotton and more coal

D. production of less cotton and less coal

Economics Answer Key

1. A	5. B	9. B
2. B	6. C	10. D
3. C	7. B	11. B
4. B	8. C	

Scoring Guide for Economics

The written-response portion of the Golden State Examination in Economics is scored using criteria based on the general scoring guide below.

Score Point 5

The student response shows excellent knowledge and understanding of economic concepts and principles. The response:

- demonstrates the highest level of analysis, as evidenced by clearly and thoroughly developed interpretation and argument
- substantiates position with specific, pertinent information
- may articulate links and relationships not stated in the topic
- includes graphs, if graphs are required, that are accurate and integrated with the narrative
- conveys knowledge and ideas in an excellent manner; uses economic terminology precisely and accurately

Score Point 4

The student response shows very good knowledge and understanding of economic concepts and principles. The response:

- demonstrates high-level analysis, as evidenced by effective interpretation and argument
- develops position with pertinent information
- introduces and discusses examples not stated in the topic
- includes a graph, if graphs are required, that is accurate and integrated with the narrative
- conveys knowledge and ideas in an effective manner; uses economic terminology accurately

Score Point 3

The student response shows basic knowledge and understanding of economic concepts and principles. The response:

- interprets main idea clearly with some analysis
- supports position with facts
- moves beyond reliance on information provided
- includes a graph, if graphs are required, with a few omissions and/or mistakes
- conveys knowledge and ideas in a satisfactory manner; uses economic terminology appropriately

Score Point 2

The student response shows limited knowledge and understanding of economic concepts and principles. The response:

- addresses main idea without analysis
- reaches some conclusions, though arguments may be irrelevant and/or incorrect
- addresses the topic by relying only on information provided
- may include graphs, if graphs are required, with significant errors or no relationship to the topic
- conveys knowledge and ideas in a simple manner; economic terminology is not clearly expressed

Score Point 1

The student response shows little or no knowledge and understanding of economic concepts and principles. The response:

- restates the topic provided but does not reach any conclusions
- offers opinion without relevance, reason, or economic concepts
- fails to address topic
- includes no graph, if graphs are required
- conveys knowledge and ideas in a minimal manner; does not use economic terminology or uses economic terminology incorrectly

Sample 22-minute Written-response Question for Economics

Directions

GSE in Economics

This portion of the examination will give you an opportunity to analyze and synthesize economic evidence, to demonstrate a chain of reasoning, and to justify your conclusions. You will have 22 minutes to complete your answer.

Directions

1. Read the topic, paying close attention to all parts of the topic.
2. Plan your response carefully before you begin to write. You may use the "Notes" areas to plan your response. Notes written in the "Notes" areas will not be scored. Only the writing and graphs on the lined pages of the answer document will be scored.
3. Write your response on the proper pages.
4. Use specific economic concepts, line graphs, terms, and policies to support ideas.
5. Your response should be clear and well organized. Stay focused on the topic and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Question

Economics News Flash...

FEDERAL RESERVE EXPANDS MONEY SUPPLY

A. Describe the economic conditions that would cause the Federal Reserve to expand the money supply.

B. Explain two tools the Federal Reserve could use to achieve this expansion.

C. Explain how the action taken by the Federal Reserve increases or decreases:
   1. interest rates
   2. investments
   3. aggregate demand
   4. unemployment
   5. gross domestic product (GDP)

Standard – 12.3.4

Sample Student Work for Economics

Score Point 5

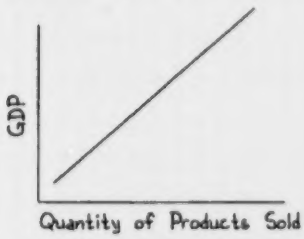
STUDENT RESPONSE*

In times of recession the Fed would like to pump more money into the economy to stimulate growth. When the amount of money in circulation is low people are not investing a great deal of money into business. This causes unemployment. The Fed would want people to have money in their hands to allow business to operate and expand. To do this the Fed would first buy government securities such as bonds from its member banks. This would give the banks more money to loan to people, creating money.

flow chart (Fed receives bonds ¢ pays banks $ → Banks loan # to people (creates money) → Expands business → Decreases unemployment → Out of recession ¢ into expansion)

The Fed would also lower interest rates (discount rate) to encourage people to borrow money. High interest rates discourage people from borrowing and decrease business investments. A third, but much less used method of achieving expansion would be lowering the amount of reserves that a bank must hold. If a bank could loan out a larger percentage of its money, more money would be created to expand business. This would increase employment and aggregate demand for the products that businesses produce.

The Fed would decrease interest rates, increase and stimulate investment, increase aggregate demand, decrease unemployment, and increase the GDP. If interest rates were lower people would invest in business. These investments would trigger expansion. With more people working for the expanded business people would have more money in their pocket. This would increase their total demand for more products. Since they could then purchase more they would increase the GDP by spending they money they earned at their new jobs.



As the products produced with the money created are bought by the new workers the GNP will increase. With the circular flow of money people will spend their income on products and services provided.

An effect of expansion of the money supply is an increased GDP.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

COMMENTARY

This response demonstrates excellent understanding and knowledge of economics, uses precise economic terminology, and is clearly developed. It addresses all aspects of the prompt.

The response identifies this as a recessionary period and discusses its traits, including low investment and high unemployment. Use of precise economic terminology shows a clear understanding of three Federal Reserve tools (only two are required), including their specific application to a recessionary situation. A logical cause-and-effect explanation of the impact of Federal Reserve policies on interest rates, investment, aggregate demand, unemployment, and the GDP follows. The graph attempted neither adds to nor subtracts from the score, since one was not required by the prompt. Additional discussion of the circular flow of money reinforces the discussion of the impact of Federal Reserve policy decisions.

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Sample Student Work for Economics

Score Point 4

STUDENT RESPONSE*

A Recession would cause the Federal Reserve to expand the money supply. The scarcity of money pumping through the economy is the reason a Recession (or Depression) happens in the business cycle.

To turn around a recession and get the money pumping again, the Federal Reserve would have to take expansionary measures.

During periods of Inflation, they take money out of the economy by selling bonds. In periods of Deflation or Recession, they buy back those bonds through auctions therefore causing money to circulate.

The Fed lowers interest rates on loans so people will be enticed to borrow money from the banks.

As interest rates drop, people take out more loans & they feel at ease about investing in businesses. As more businesses are invested in, Supply & productivity increases. As the Supply of businesses goes up, so does aggregate demand. When people have more money, they want to buy more things causing a rise in demand.

Businesses prosper with the new investments and the high demand. So they hire more people. Usually when money increases in the economy, unemployment rates decrease.

MORE MONEY = MORE JOBS

The Gross Domestic Product (GDP) increases as all of this money is being spent. When the GDP rises, people become more at ease about spending their money.

COMMENTARY

This response demonstrates very good knowledge of economics and generally uses accurate terminology to answer the essential elements of the prompt.

The response identifies this as a recessionary period, though the conditions are not thoroughly developed despite an attempt at a business cycle graph. The response discusses two tools of the Federal Reserve as required, but complete descriptions are lacking. The statement "get the money pumping again," referring to the velocity of money rather than the money supply, and the suggestion that interest rates are a Federal Reserve tool rather than the result of changes in the discount or federal funds rate, indicate some confusion in the use of economic terminology.

The response effectively provides descriptions of the impact of Federal Reserve actions on the economy by stating that dropping interest rates will increase investment, productivity, and aggregate demand while reducing unemployment.

Although accurate terminology is lacking at points, the knowledge of economics and understanding of economic concepts displayed in this response raise it to a score-point four paper.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for Economics

Score Point 3

STUDENT RESPONSE*

When the economy is down, unemployment is up and money circulation down we are in a recession. Intrest rates rise, making people less likely to take out loans or buy cars and houses. It becomes a vicious cycle when this decrease in spend causes less circulating of money, and rates rise again. At this point the Federal Reserve may increase the money supply or cut intrest rates to try and get the circulation of money going again. By increasing the money supply the money circulates and more banks can invest more and therefore can afford to give loans at a lower interest rate. With people taking out loans they can buy their cars, and homes or pay for their college education. With the work force functioning and achieving, they can work harder at their jobs or at finding one, thus, unemployment decreases. With these people back at work, production rises increasing the nation's GDP and pulling the economy the rest of the way out of the recession.

COMMENTARY

This response provides a basic identification of recessionary conditions along with the appropriate terms, though it is unclear how interest rates relate to this situation. The explanation shows a satisfactory understanding of the application of Federal Reserve tools to expand the money supply, but the discussion of these tools is not developed. The impact of changes by the Federal Reserve is described, though the discussion is brief and contains no reference to investment.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for Economics

Score Point 2

STUDENT RESPONSE*

If the Federal Reserve expands money supply the would be somewhat good for the economy because there will be more money in circulation. But it will increase and decrease many things in the nation that people will have to pay.

For example, the interest rates in the country will increase. This is not good for the people because they will be paying more money on interest in things like bank accounts. But since there is more money in circulation it shouldn't matter that much.

Another increase would be in the investment area. I think the stockholders would like this because there will be more money to invest in. So the stockholders would actually profit if the Federal Reserve did this.

Also the agregate demand would increase because of this the demand for products will go up since there will be more money in circulation and people will have more money.

The good thing about this is that unemployment would decrease because now that there is more money out there wages will go up and the lazy people at home would want to get out there and get a job. So the more money there is out there the people will be getting paid.

The gross domestic product would also increase because there would be more money out there in circulation.

So if the Federal Reserve expanded the money supply it would help this nation's economy a great deal. The best thing I think it would help in is the decrease in unemployment.

COMMENTARY

This response shows limited knowledge and understanding and a simplistic application of economic principles. Mistakes are evident.

The response does not discuss the economic conditions leading to this action or the tools used by the Federal Reserve. There is confusion about the impact of an expanded money supply on interest rates and investment. The response demonstrates a limited understanding of the changes in the aggregate demand, unemployment, and the GDP.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Multiple-choice Questions for Government/Civics

1. During debate over ratifying the Constitution, the Federalists argued that it was
   A. impossible to safeguard the rights of states from the power of a strong central government.
   B. possible to extend a republican form of government over a large territory.
   C. inevitable that slavery would be abolished in the new republic.
   D. illegal to replace the Articles of Confederation with a new constitution.

2. A political action committee (PAC) is
   A. a congressional committee that monitors statewide elections.
   B. organized to prevent excessive political activity.
   C. a nonparty organization that collects and disburses money to political campaigns.
   D. a court-appointed committee that investigates illegal political actions.

3. In *Plessy* v. *Ferguson*, the United States Supreme Court established
   A. the power for individuals to sue states.
   B. the doctrine of judicial review.
   C. the separate but equal doctrine.
   D. the right of equal protection.

4. All of the following are requirements for a President of the United States EXCEPT
   A. thirty-five (35) years of age.
   B. natural born citizen.
   C. both parents were United States citizens.
   D. resident of the United States for 14 years.

5. County governments provide all of the following services EXCEPT
   A. airports and hospitals.
   B. voter registration.
   C. records of births, deaths, and property.
   D. draft conscription.

6. Which body exercises both the executive and legislative functions of government in Great Britain?
   A. the House of Lords
   B. the Parliament
   C. the shadow cabinet
   D. the monarchy

7. What would be the belief of a judicial activist?
   A. Courts should use their powers to change society.
   B. Courts should speak out on public issues through the media.
   C. Judges should only be appointed by state governors.
   D. Justices should submit new laws to Congress as society changes.

Government/Civics Answer Key

1. B	3. C	5. D	7. A
2. C	4. C	6. B	

Scoring Guide for Government/Civics

The essay portion of the Golden State Examination in Government/Civics is scored using criteria based on the general scoring guide below.

Score Point 5

Student response shows excellent knowledge and understanding. The response:

- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- supports conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

Score Point 3

Student response shows basic knowledge and understanding. The response:

- partially develops the essay; displays adequate organization
- demonstrates some analysis; reaches conclusions; may be largely descriptive
- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or false reasoning; may not reach conclusions
- provides limited specifics that may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in an unclear manner

Score Point 1

Student response shows little or no knowledge and understanding. The response:

- contains no development of an essay; displays little or no organization
- lacks analysis or entire analysis is false, incorrect, or misleading
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt, or refers to the topic but does not attempt to address the prompt
- conveys knowledge and ideas in a manner that impedes understanding or is extremely general

Sample 22-minute Essay Question for Government/Civics

GSE in Government/Civics

This portion of the examination will give you an opportunity to analyze and synthesize evidence, to demonstrate a chain of reasoning, and to justify your conclusions. You will have 22 minutes to complete your answer.

Directions

1. Read the essay topic, paying close attention to all parts of the topic.
2. Plan your essay carefully before you begin to write. You may use the "Notes" areas to plan your essay. Notes written in the "Notes" areas will not be scored. Only writing on the lined pages of the answer document will be scored.
3. Write your essay on the proper pages.
4. Your essay should be clear and well organized. Stay focused on the topic and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Question

Respond to the following prompt in a well-written and logically organized essay. Address all parts of the prompt and include specific details and/or examples to support your response.

Brown v. *Board of Education of Topeka* (1954) is considered a landmark decision, one that has had a continuing effect on American life. Explain why this case reached the U.S. Supreme Court. Describe what precedents the Supreme Court applied in deciding the case and discuss how this decision influenced American political institutions and laws.

Standard – 12.5

Sample Student Work for Government/Civics

Score Point 5

STUDENT RESPONSE*

The Brown vs. Board of Education of Topeka was a significant Supreme Court case that has influenced our social and political history since it was decided in 1954. The issue of racial equality and inequality began with the colonial slaveholders. After the Emancipation Proclamation and the 13th, 14th, & 15th Amendments, the African-Americans hoped that since they were equal under the law, they could be equal in real life. The Plessy vs. Fergusen case that established the "separate but equal" doctrine lead to Jim Crow laws and grandfather clauses, literacy tests, and poll taxes that all worked together to withhold their rights and maintain an inequality between races. A little girl in Topeka had to go to an all-black school that was far from her home because the all-white school was restricted to her. Thurgood Marshall of the NAACP kept appealing under this case reached the Supreme Court. With the new Chief Justice Earl Warren leading, the court issued a unanimous decision in favor of ending the "separate but equal" doctrine with "all deliberate speed." They held that such a system was inherently unequal. They felt such a system had damaging psychological effects on the children and ordered the integration of the schools. They relied on the 14th Amendment.

Integration was slow, blocked by such southern white resistance as the White Council etc. Yet after John F. Kennedy was assassinated, Lynden B. Johnson was able to pass the Civil Rights Act of 1964 and the Voting Rights Act of 1965, both important legislation that rose out of the Brown v. Board case, prohibiting discrimination in places of public accomodation and ensuring that African-Americans could enjoy the right to vote. Affirmative Action legislation has followed also trying to make the equality of races a reality.

Now there are many examples of legislation that protect such racial equality. Because of this our nation has become more "color blind" socially as well. This has in turn lead to other non-discriminatory legislation regarding women, the disabled, and now currently homosexuals. Protection of the minority dominated our legislation during the Civil Rights Era and has continued to influence our societal values and legislation today.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

COMMENTARY

The essay demonstrates clear development and superior organization. It uses abundant references to explain the reason the case reached the U.S. Supreme Court, precedents used in the Supreme Court's decision, and how that decision continues to affect laws today.

Some specific examples of references include:

- the Emancipation Proclamation and the Thirteenth, Fourteenth, and Fifteenth Amendments
- *Plessy* v. *Ferguson* and the establishment of the "separate but equal" doctrine, leading to Jim Crow laws
- Thurgood Marshall as counsel for the NAACP and the Warren Court
- President Lyndon Johnson's passage of civil rights legislation following John F. Kennedy's assassination
- how the decision continues to influence legislation for those of minority status, including women, the disabled, and homosexuals

The essay demonstrates thoughtful interpretation, supports conclusions with appropriate and accurate specifics, and deals with all aspects of the prompt in appropriate balance.

The essay is well developed and conveys ideas clearly and effectively.

Sample Student Work for Government/Civics

Score Point 4

STUDENT RESPONSE*

The Supreme Court's decision in Brown vs. Board of Education of Topeka marked a victory for the proponents of the civil rights movement in the 50's and 60's. This case would go on to influence political institutions and laws for many years to come.

Until the 1950's, blacks and other minorities had been discriminated against in every aspect of society. They had been slaves, had been outlawed from restaurants, and had even been forced to use different drinking fountains. However, by the 1950's, the civil rights movement was gaining momentum. This case, brought by the NAACP on behalf of Brown, questioned the idea that segregation in public schools was not only constitutional, but the best way to educate.

When the Supreme Court made their decision, a couple of precedents were cited, but only one case was at the fore-front of their decision. In Plessy vs. Ferguson, the Supreme Court had ruled that "separte, but equal" was OK. This meant that blacks + whites could be segregated in school, as long as the schools were equal in size and ammenities. However, in the Brown vs. Board of Education case, the court ruled that "separate facilities are inherently unequal." This overturned the Plessy vs. Ferguson decision and also meant that public schools had to be segregated.

After the Court's decision, many others followed suit. Soon, blacks had the right to vote and, with the Civil Rights Act of 1964, they had equal protection under the law.

Using the Brown vs. Board of Education of Topeka as a starting point, the civil rights movement was able to give blacks more rights. This case forever changed the face of America for the better.

COMMENTARY

The essay shows very good knowledge and understanding, is developed, and displays substantial organization. It supports conclusions with accurate and relevant specifics, including *Plessy* v. *Ferguson*, the NAACP, "separate but equal," and the Civil Rights Act of 1964. It conveys knowledge clearly but lacks the development of multiple specific examples needed for a score point 5.

The essay cites the Civil Rights Act of 1964. This is a good example, but development is limited and the essay does not discuss fully how this act impacted American political institutions and laws.

The essay demonstrates reasonable interpretation and analysis. It reaches accurate conclusions and links data in the prompt with additional information. It is well written and addresses all areas of the prompt.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for Government/Civics

Score Point 3

STUDENT RESPONSE*

The case of Brown vs. Board of Education of Topeka (1954) is momentous because it set an important precedent for civil rights everywhere. From that point on, African-Americans began to fully integrate into white society in the United States.

The case relates to the issue of segregation in public schools. At that point in time, blacks attended separate schools than whites, under the notion that such a structure provided for a "separate but equal" learning environment. This notion stemmed a Supreme Court case in the past which validated the notion of segregation. Eventually, however, the issue was taken to the Supreme Court once again, and this time previous precedents were overturned.

This landmark decision was one of the first steps forward for African-Americans during the civil rights movement. The decision set the stage for more protests of civil rights which would take place during the tumultuous 1960's. The road was now paved for the likes of Martin Luther King, Jr. and Malcolm X to stage speeches, protests, and boycotts. Such seeming rebellion against the "normal" and "expected" social order was continued with events like Rosa Parks' actions of sitting in the front of the bus. Indeed, the court decision spurred African-Americans and their supporters to challenge segregation from all fronts.

Basically, the decision represents a moment in the 20th century in which African-Americans finally gained some ground in the civil rights battle. Although racism naturally continues to occur today, such events as this court case continue to inspire civil rights fighters to make a stand for what they believe.

COMMENTARY

Overall, the essay shows basic knowledge and understanding and provides generally appropriate information. It is organized and attempts to cover the prompt but fails to discuss how the decision influenced American political institutions and laws. Further, the essay fails to cite specific case precedents the U.S. Supreme Court applied in its decision, i.e., *Plessy* v. *Ferguson*.

The essay identifies segregation in the schools as an issue of "separate but equal." It describes the civil rights movement and national events in a broad sense. The essay does not discuss why the case reached the Supreme Court. Although there is some mention of the effects of the case, the essay is developed only with generalizations.

The essay conveys knowledge and ideas in a manner that can be understood.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for Government/Civics

Score Point 2

STUDENT RESPONSE*

Brown v. Board of Education (1954) is considered a landmark decision because it outlined the system of our educational values. This case reached the Supreme Court because it controversly deals with the desegregation of the educational system. This became such a huge issue because it took place in a time where the topic of civil rights and civil liberties was a hot debate.

COMMENTARY

The essay shows an attempt at development and provides limited specifics that are largely descriptive. It conveys some knowledge about the topic without supporting information and does not reach a conclusion.

The response is limited in understanding and lacks discussion. For example, the student understands the case was about desegregation but fails to develop the essay any further.

Score Point 1

STUDENT RESPONSE*

Brown vs. Board of Education of Topeka was reached to the supreme court through appeals and appeals of state court reaching the supreme court. they decided and landmark descision of not allowing prayer in school. this changed policyes in school - by not allowing prayer in school laws changed and enforced the freedom of religion among the people.

COMMENTARY

This response shows little or no development and understanding. It is off topic, does not address the prompt, and clearly shows no knowledge of the topic.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Multiple-choice Questions for U.S. History

1. Thomas Jefferson expressed the views of the American colonists in the following excerpt from the "Declaration of Independence."

   "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another... a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."

   Which of the following statements expresses the point of view held by the colonists?

   A. The colonists felt that they owed the world no explanation for their decision to break away from Great Britain.

   B. The colonists realized the need to explain to the world the reasons causing them to separate from Great Britain.

   C. The colonists decided to remain under the rule of Great Britain and to offer to the world their reasons for doing so.

   D. The colonists wanted to encourage people in other parts of the world to separate from Great Britain.

2. The overall policy of the federal government toward business during the Gilded Age of the late 1800s was

   A. to regulate extensively in the public interest.

   B. to subsidize and protect business but with little or no government regulation.

   C. to discourage the growth of business through increased taxation.

   D. to promote government ownership of major industries.

3. Which of the following statements is MOST consistent with the foreign policy of Theodore Roosevelt?

   A. "I never take a step in foreign policy unless I am assured that I shall be able eventually to carry out my will by force."

   B. "We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make."

   C. "I have hoped that I might by this visit symbolize the courtesy of a call from one good neighbor to another, that I might convey the respect, esteem, and desire for intellectual and spiritual cooperation."

   D. "Now the trumpet summons us again...a call to bear the burden of a long twilight struggle, year in and year out...a struggle against the common enemies of man: tyranny, poverty, disease, and war itself."

4. If you had been a farmer in Oklahoma during the early 1930s, your family might well have suffered the misfortunes described in

   A. Ernest Hemingway's *For Whom the Bell Tolls*.

   B. Sinclair Lewis' *It Can't Happen Here*.

   C. Frank Norris' *The Octopus*.

   D. John Steinbeck's *The Grapes of Wrath*.

5. Which of the following areas of the United States grew most rapidly in population after the Second World War?

   A. Rocky Mountain states

   B. Midwest farm belt

   C. Northeast industrial corridor

   D. Southwest sun belt

6. An important and lasting change brought to our federal government by the New Deal was that

   A. government should remain small and limited.

   B. government's chief responsibility is to aid business.

   C. government's responsibility includes the stimulation of the economy and the welfare of the people.

   D. in times of depression, government must set an example by saving money and balancing the budget.

7. The United States government got women into the work force during the Second World War by

   A. encouraging them to show their patriotism by helping defeat the enemy.

   B. drafting them to do wartime work.

   C. offering them more pay than men workers received.

   D. promising them industrial jobs after the war was over.

U.S. History Answer Key

1. B	4. D	7. A
2. B	5. D	
3. A	6. C	

Scoring Guide for U.S. History

The essay portion of the Golden State Examination in U.S. History is scored using criteria based on the general scoring guide below.

Score Point 5

Student response shows excellent knowledge and understanding. The response:

- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- supports conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

Score Point 3

Student response shows basic knowledge and understanding. The response:

- partially develops the essay; displays adequate organization
- demonstrates some analysis; reaches conclusions; may be largely descriptive
- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or false reasoning; may not reach conclusions
- provides limited specifics that may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in an unclear manner

Score Point 1

Student response shows little or no knowledge and understanding. The response:

- contains no development of an essay; displays little or no organization
- lacks analysis or entire analysis is false, incorrect, or misleading
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt, or refers to the topic but does not attempt to address the prompt
- conveys knowledge and ideas in a manner that impedes understanding or is extremely general

Sample 22-minute Essay Question for U.S. History

Directions

GSE in U.S. History

This portion of the examination will give you an opportunity to analyze and synthesize historical evidence, to demonstrate a chain of reasoning, and to justify your conclusions. You will have 22 minutes to complete your answer.

Directions

1. Read the essay topic, paying close attention to all parts of the topic.
2. Plan your essay carefully before you begin to write. You may use the "Notes" areas to plan your essay. Notes written in the "Notes" areas will not be scored. Only the writing on the lined pages of the answer document will be scored.
3. Write your essay on the proper pages.
4. Your essay should be clear and well organized. Stay focused on the topic and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Question

Respond to the following prompt in a well-written and logically organized essay. Address all parts of the prompt and include specific details and/or examples to support your response.

Analyze the impact of television on American political events and behavior in the 1950s and 1960s. Describe television coverage of political events and issues. Evaluate the role of television in shaping American political attitudes and behavior.

Standard – 11.8

Sample Student Work for U.S. History

Score Point 5

STUDENT RESPONSE*

Television. It's blamed for the stupidity of the American population. It's blamed for the violence of American society. It is feared to be the true dictator of our lives, usurping not only our intelligence, but our independence of thought and ideology. Since it first became popular in the post WWII era, television has done much to standardize and shape American society, for better or worse.

Between written journalism and television, there is an obvious and important difference. A newspaper can only describe an event, whereas television shows it. It took the reality of television to prompt the American public to turn its eyes on the Civil Rights Movement. The integration of a highschool in Little Rock Arkansas was only a minor event. Brown v. The Board of Education was just another Supreme Court case to those unexposed to the new and growing racial conflict in the south. When an anti-integrationist crowd began rioting, and images of the violence were broadcast on National television, Eisenhower, and the Public could not help but to sit up and take notice. The result: Eisenhower dispatched paratroopers to ensure that integration took place. The state militia men authorized to lock out the Little Rock nine were forced to cooperate with the Supreme Court decision. For the first time, integration had whole heartedly taken place. The Jim Crow Laws allowed to persist in the Plessy v. Fergussen decision (separate but equal) had at last come to an end.

The broadcast of violent real-time imagery had a similar effect in the 1960s during the Vietnam war. For the first time, America, a country never subject to a multilateral war on its soil, could view the effects of modern killing mechines. Unlike the distant glorious echos of the front transcribed in the newspaper, this was real, the footage was immediate and shocking. Even the silent movies of world war one soldiers marching off to battle on the silver screen, and the plethora of WWII movies provided by Hollywood could not come close to moving Americans the

COMMENTARY

This essay demonstrates an excellent understanding of the impact of television on American public opinion during the 1950s and 1960s. It cites and elaborates upon several examples of television bringing important political events into people's homes, specifically the integration of Central High School in Little Rock and the resultant conflict, the Vietnam War, the Kennedy-Nixon Debates, and the McCarthy hearings.

The essay covers both decades cited in the prompt, provides rich detail, and accurately analyzes and supports the thesis, showing clear understanding. The essay is well written and the examples and analyses are appropriate, abundant, and accurate.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for U.S. History

Score Point 5 (continued)

STUDENT RESPONSE*

way pictures of helicopters, jungles, and deaths had. Accosted and assaulted in their own homes, citizens could not help but to question this war, similar as it was to previous containment engagement. The Vietnam was unlike the others in that it lacked anonyamity. The Korean war came and ended before most Americans really knew what it was about. It was unquestionable. As massive protests attest, the Vietnam war was entirely different.

With the advent of television, political elections also became more personal. Televised debates made PR a necessary political skill. A polished image as well as the right stance on the issues became vital to election. Despite the fact that Kennedy was young, inexperienced and Catholic, he was polished, and Richard Nickson was not. Television could make or break a political career. It broke Senator McCarthy's. His anticommunist investigations reached a definite peak when he decided to accuse the army of harboring communist spies on national television. Drunk and fanatical, he made an utter fool of himself, and lost the respect not only of his collegues, but most importantly, of his viewers. Television had revealed a personality previously unknown to the public.

Through its sometimes powerful images and its live broadcasts, television is a medium that still continues to affect the growth and development of American society. Has it usurped our intelligence or simply increased our awareness. More news at eleven.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for U.S. History

Score Point 4

STUDENT RESPONSE*

Television burst onto the scene in the 1950's as a new more powerful form of mass media. The television broadcasts which occurred during the 50's and 60's helped play an influencial role in the shaping of polititical attitudes. Television influenced not only political events and outcomes but also helped remold America's political attitude towards such issues as race and the Vietnam War.

Television in the 50's and 60's covered political debates and elections that transformed America's attitudes. For the first time political debates were televised. This resulted in a huge impact on the results. In the 1960 election between the Democratic Kennedy and Republican Nixon the televised debate helped sway opinion towards Kennedy. Even though Nixon won the debate in terms of argument - Kennedy was able to put forth a more visually appealing and confident persona which helped him win the election.

Television transformed the way in which Americans viewed many things. Television brought events such as the Vietnam War and the violent treatment of peaceful civil rights marches into the homes of Americans. Events which used to be far away and reclusive from Americans now confronted them bluntly every evening on their television screen. The violent and inhumane treatment of peaceful black civil rights protesters helped shift public opinion towards the civil rights movements. Meanwhile images of the war in Vietnam as well as broadcasts of events such as the Kent-State killings helped turn American opinion against the Vietnam War. Television had other far reaching political effects, such as helping promote the American space-race and eventual landing on the moon.

Television has defineately helped shaped the political opinions and behaviors of Americans. During the 50's and 60's this was particularily true since television was a new medium and presented Americans with a new more up-close view of events. This view transformed public attitudes and resulted in changes which carry through to us today.

COMMENTARY

The essay opens by introducing the main idea that television broadcasts affect political attitudes. It then moves to the topic of political events and issues, describing how attitudes toward these were influenced by television.

This essay describes the 1960 presidential debate and the impact of the candidates' physical images on public opinion. The essay notes, in general, how televised news events, such as the Vietnam War and Kent State, affected attitudes. It mentions the effect of television broadcasts on space program expansion. The essay notes that these televised events affected public attitudes and behavior but does not fully develop this element of the prompt.

Examples are accurate and relevant, and reasonable analysis is evident in this essay.

This essay demonstrates very good knowledge of the impact of television on American public opinion during the 1950s and 1960s. While this essay addresses all aspects of the prompt, it lacks balance because it focuses mostly on the 1960s.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for U.S. History

Score Point 3

STUDENT RESPONSE*

Television first came about in the 1950's. It was to take old time radio segiments and put live moving pictures to stories and talk shows. It was never thought of for televised political debates. It seemed to easy until the debate between JFK and Nixon was at hand.

In the 1960s election JFK and Nixon were the first canidates to televise their debate over live television. This opened eyes to Americans to really get a feel for these two canidates. You got to experience the reactions of the opponent, the facial expressions, and the first thing stated. This was a whole new consept for people atcually seeing the canidates then just hearing them.

For years Americans did without a visual debate and listen on the radio or in town debates. Never was it conceived to atcually have almost every single American citizen with a television to experience the anger and compassion one might have.

Television has changed the way people make disstions. It's no longer what they say its also how they look and react.

COMMENTARY

This essay partially develops the prompt. While the essay demonstrates some analysis and reaches a conclusion, it is largely descriptive. It implies that television had an impact on the political attitudes of Americans in the 1950s and 60s, but it does not describe specific changes in attitudes and behavior resulting from that coverage.

The essay demonstrates some analysis, but support is limited to a general description of the Nixon-Kennedy debates. This essay does not complete the task of evaluating the role of television in shaping American attitudes.

This essay demonstrates a basic understanding of the topic.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for U.S. History

Score Point 2

STUDENT RESPONSE*

During the 1950's America was at a strong point economiclly wise and was at the time of the baby boomers.

More and more familys had money to spend on house hold appliances like refridgeraters, ovens, vaccums ect. The most consumed appliance was propably the telivision. The telivsion was now the main source of entertainment for every family that onewed one.

The kids could watch cartoons and comedy showes and the parents could keep up on political events. Since their were many political events that took place in the 1950's ¢ 1960's there were many things and news to watch.

People could watch presidents making speeches, demonstraitions, riots and other riots that took place. Familys could save money using their T.V. instead of buying newspapers every day.

Opinions were made every day on political issues that took place just by watching the T.V.

COMMENTARY

This essay attempts to develop the prompt in a very general manner. Supporting evidence is limited to the vague notion of political events such as speeches and demonstrations. It mentions the types of political events shown on television in the 1950s and 1960s but makes only brief reference to television's role in shaping political opinions. No specific details are included.

Score Point 1

STUDENT RESPONSE*

In the 1950's and 1960's television was filled with proganda about the war and of Hiller. Proganda was used to change the attudes of women so they would want to go to war, and help the men. Proganda was not only used on televison but also on billboards all around.

COMMENTARY

Although the student makes an effort to respond to the prompt, this essay does not state a position on the impact of television as specified in the prompt. It contains information that is incorrect within the time frame specified in the question.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

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